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ABSTRACT

Effective ways to lead a discussion, developed in the OEO Trade Union Leadership Training Program for New England, are presented in this guide. General suggestions are followed by specific discussion outlines for these topics: what is poverty and why, the poor and the welfare system, rural poverty, the community power structure, the Kerner Report and the city, police and the poor, the economic and social consequences of transportation. A bibliography of suggested reading is included. (KM)

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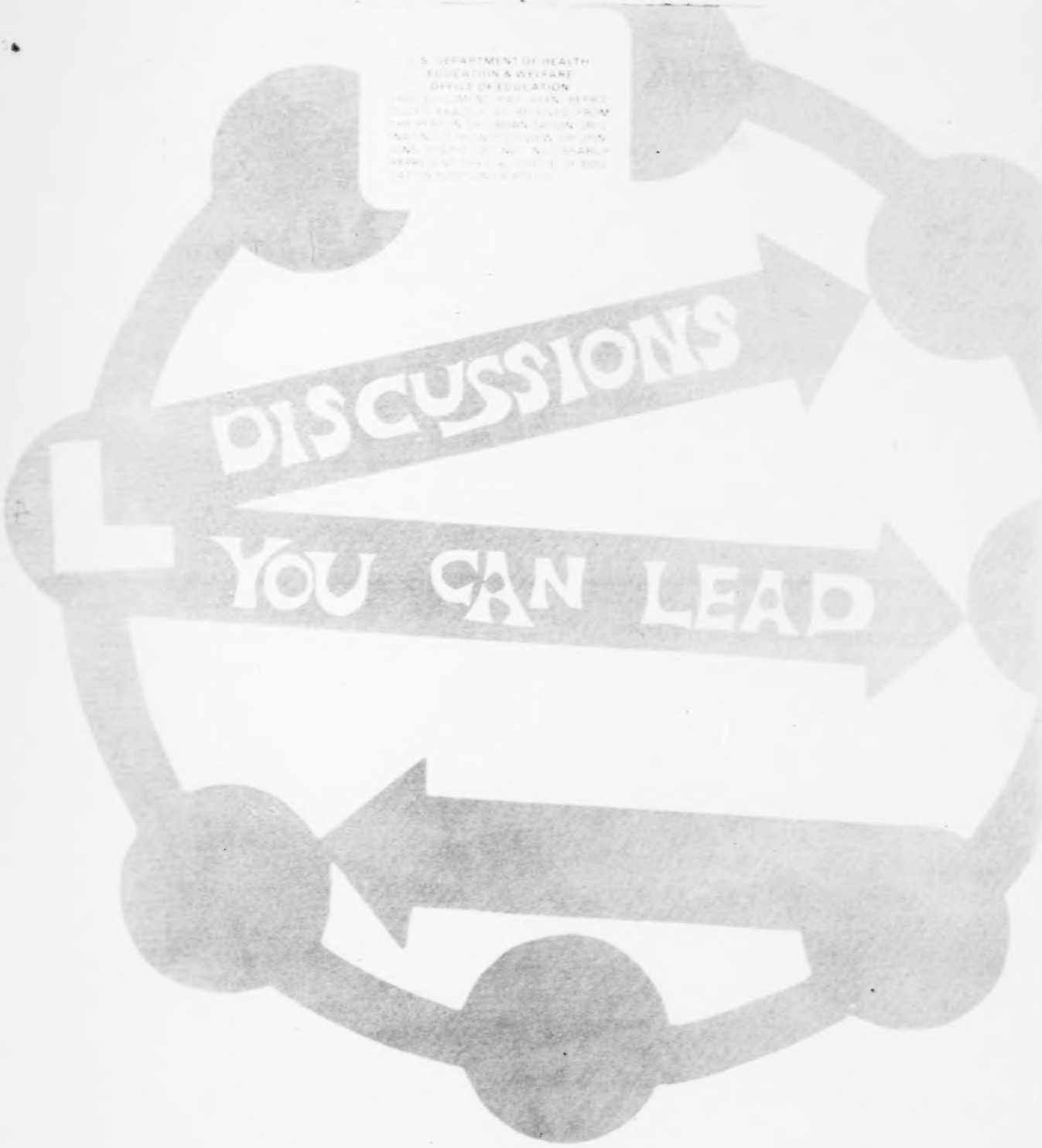

A GUIDE FOR DISCUSSION LEADERS

OEO Trade Union Leadership
Training Program
for New England

Labor Relations & Research Center
University of Massachusetts
Amherst, Massachusetts
01002

AC014345

The Commonwealth of Massachusetts

University of Massachusetts

Amherst 01003

LABOR RELATIONS AND RESEARCH CENTER
111 Draper Hall

OEO — TRADE UNION LEADERSHIP
TRAINING PROGRAM FOR NEW ENGLAND

Area Code 413
549-0352

Dear Program Participant:

Many of you have expressed kind thoughts on the value of our program. Many have said that they've learned much. Several have said that learning was easy and enjoyable through the small group discussions we held. Some would like to help others in their unions and their CAP's learn more about those topics that we have discussed.

We'd like to help you do just that. We'd like to help you pass on to others some of the knowledge we've gained together.

We've condensed and simplified those discussion outlines that deal with the more important topics. We've tried to make it easy to use them effectively. In addition we've prepared handy, how-to-do-it instructions to make your job easier.

Here's how to do it!!

Read the instructions a few times until you thoroughly understand them. Strengthen them with your own notes.

Select one or two of the topics with which you are most familiar. Do some supplementary reading, if necessary. Again make additional notes. Collect whatever materials (pamphlets, articles, clippings, quotations, pictures, etc.) you need.

Seek the assistance of the officers and education committee of your local union, central labor body and CAP in recruiting your discussion group. Call the group together. And you're off!!

It's a worthwhile project. It can be a lot of fun. It will do much good. It can be used to better inform your key activists as well as your CAP Board members. Involve them both.

Just remember - - we all had to learn. And we all had our first time.

Let us know if you need help.

And our best wishes for many a successful discussion.

Fraternally & cordially,

Bill Kemsley

Bill Kemsley
Program Director

BK:sml

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

LABOR RELATIONS AND RESEARCH CENTER
Draper Hall

Area Code 413
545-2893, 545-2884, or 545-2860

Dear Program Participant:

We are happy that so many of you received so much from the OEO Trade Union Leadership Training Program for New England which we had the pleasure of operating from this Center. And we are most proud of the jobs you are accomplishing in your home communities as a result.

In order for this program to be most effective it must operate on the multiplier principle. That is, each one of you must continue to teach others. We hope that the enclosed discussion guides will help you do just that. By using them you should be able to set up and conduct training sessions for additional activists from both unions and community action agencies. Thus you can help increase the number of effective volunteers working toward the elimination of poverty.

We in the Labor Center wish you well in your work. Should we be able to furnish you with any assistance, especially in the educational aspects of your work, please feel free to call upon us.

With all good wishes for the complete success of your endeavors.

Fraternally & cordially,

Ben B. Seligman

Professor Ben B. Seligman, Director
Labor Relations and Research Center

BBS:sml

OEO Trade Union Leadership
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New England

c/o Labor Relations & Research Center
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Amherst, Mass. 01002

HOW TO LEAD A DISCUSSION

(Notes)

I. General Comments

A. Difference Between a Discussion Group and a Bull Session

A discussion group differs from group conversation or a "bull session." You have come together to talk about an important matter. You have a specific TASK. Bull sessions can be stimulating but have no discipline, no rules, no clear purpose. If your discussion is to be more useful than a bull session, the group must have a shared purpose - there should be some form of control - there should be a discussion outline.

On complex issues (as medical care for the poor, etc.,) you might find it advisable to call on an outside expert to act as a "resource" person. If you utilize an expert, do not allow him to give a lecture or to merely answer questions. You should make it clear to the "expert" that he is to "participate" in a discussion. Just make sure he doesn't monopolize it.

B. Steer the discussion, but do not attempt to give many answers.

As leader you must not act as though you know all the facts.

You are expected to guide the discussion along orderly lines. The group is supposed to explore its knowledge rather than receive all the answers from an authority.

Do listen! Don't dominate!

Don't work too hard. You are not the host or an entertainer. Listen!

Never give all the answers. Never tell. Never Lecture.

You will be asked questions. Try throwing them back to the group or the questioner. Never say, "I'll explain this to you."

Do say: "Let's see if we can get to the root of this."

(Notes)

C. Don't be too emphatic in giving your own opinion.

The group will resent this. But do let the group feel that you have opinions.

D. Carefully read and study the outline and other appropriate material.

Go over them again before each session.

Look for the main ideas. Decide which issues are most important - jot and underline for emphasis.

E. Try to think of other questions that might improve the discussion.

Prepare a few questions of your own.

F. Don't plan too closely.

It is a mistake to maintain too much discipline and also to allow too much freedom. A good discussion has both discipline and freedom. Make a plan but be willing to leave it if necessary.

II. Getting Off to a Good Start

A. See that the setting is right.

The room and chairs should be comfortable and pleasant. Participants should be seated around a large table - or chairs in a circle if there is no table. The ideal size is 10 to 15, the maximum 25.

B. Tell the participants what is expected of them. They are to:

Give others a chance. Don't hog the show or make speeches. Avoid getting into private conversations.

Listen carefully to what others say - the other fellow may have a point, even if he seems to disagree. Try to understand what he says and why he says it.

(Notes)

Speak freely and frankly, but avoid hot, personal argument. Stick to the subject.

Give the rest of the group the benefit of their knowledge and experience. Don't hold back.

C. Start with planned brief introductory remarks. Make sure the group understands the subject under discussion.

Indicate the nature of the subject. Keep your introduction short, but make very clear what you intend to do in the session.

D. Keep the discussion on the track.

If someone gets off the track, interrupt him as tactfully as you can:

("That's a good point but I'm afraid we're getting away from the main subject. Now the matter we're discussing is ...")

Be very careful about his. Nothing kills discussion as quickly as cutting people off too abruptly.

III. Getting Participation

A. Try to get all the participants to talk up if possible.

1. Getting 100% participation is not easy. Often it's impossible.

One way to break the ice is to pick out a question which can be answered by "yes" or"no" and ask each one his opinion. This avoids singling out a person who hasn't participated and putting him on the spot. "Yes" or "No" questions should be asked to break the ice - not steadily thereafter. Those who find it hard to speak out in a group may resent being asked to talk on a complicated point. Avoid questions that put people on the spot regarding how much they know.

2. Another "icebreaker" is to ask questions that deal with each individual's experience with the subject. Example: "What experience has your local had in dealing with matters such as this?"

3. Avoid throwing questions out to the group all the time. Don't let four or five articulate ones monopolize or you will lose the others.

(Notes)

B. Don't let one person monopolize the discussion.

The monopolizer is a problem. The best way is to make him realize that it's desirable to give everyone a chance. For example "That's very good George. Nowlet's hear someone else's view on this, too."

If such tactics don't work, you may want to speak to the person privately. (Here, too, remember to be tactful.)

C. Be relevant.

It is the leader's duty to bring wanderers back to the subject. If the gentle method doesn't work you may have to be more blunt.

D. Keep moving - Avoid dead silence for too long a time.

Also avoid repetition. This doesn't mean they can't dwell on one issue if it is stimulating, worthwhile discussion. Don't worry about an occasional pause. Give the group ample time to think and to explore by discussion.

E. Try to get answers from the group.

You may be asked direct questions by the group. It is often best not to answer them immediately and directly. Try these approaches:

Refer the question to the group as a whole. Example: "Well how would the rest of you answer Joe's question?"

Redirect the question to the person who asked it. Get his opinion first.

Redirect the question to another person by calling on him by name for an opinion.

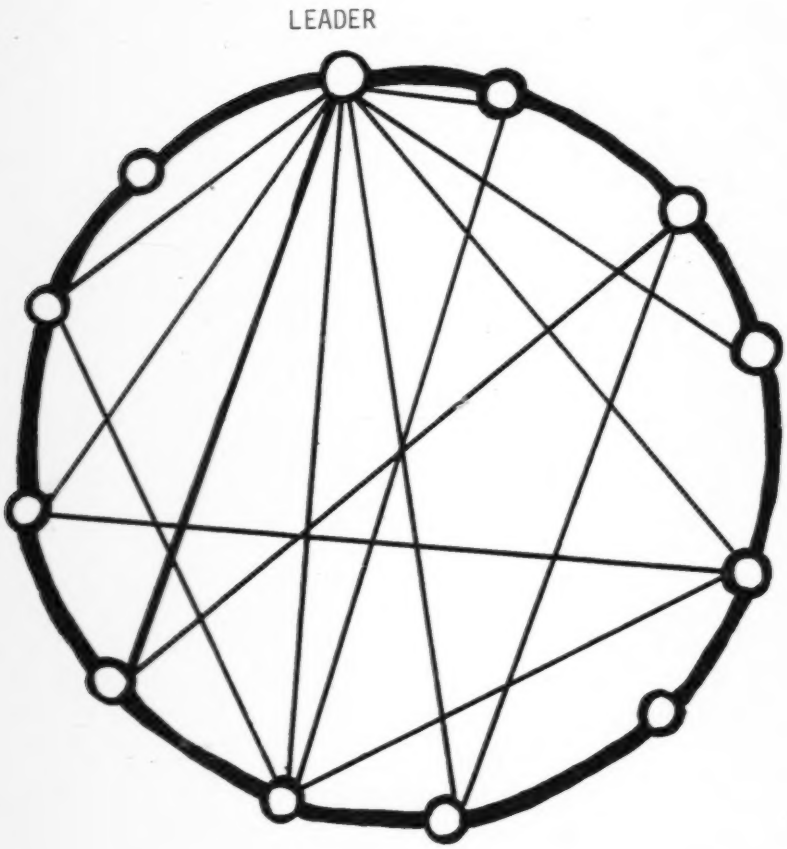
Make the participants defend their positions by asking "Why?" "How?" "So what?" "Do you agree, Mr. Frank?"

(Notes)

F. Avoid the one-to-one pattern.

Avoid a discussion which develops a one-to-one pattern between leader and a few participants or between a few participants. Ideal interchange consists of flow between the participants with occasional thoughts by the leader. You might want to draw yourself a diagram and chart the flow. It is sometimes a good idea to have one member chart the number of people participating, the amount of talking done by individuals.

For example, a chart like this:



(Notes)

IV. Clarifying the Discussion

A. Help the group separate fact from opinion.

To stress that what someone has said is opinion rather than fact, use questions such as these:

"Can you give us the source of your information?"

"Do you know that as a fact, or is it your opinion?"

These questions are especially important when members of the group are sounding off their gripes or prejudices.

V. Summarizing

A. Summarize the points brought out.

Summarize at the end of each problem and again at the end of the session. Remember which members of the group made important remarks and mention their names when you are summarizing. Be fair and accurate in all your summaries. You'd better take notes in order to do this.

You should take no more than five minutes to summarize a complete session.

Discussion Outline

OEO Trade Union Leadership
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New England

c/o Labor Relations & Research Center
University of Massachusetts
Amherst, Mass. 01002

WHAT IS POVERTY AND WHY

(Notes)

I. Each participant should spend about one minute giving his own background. This discussion should be informal -- and those who are reluctant to speak about their own history need not participate. The purpose of this discussion is to get "the ball rolling" and demonstrate to the group through their own experience either how they have been able to better themselves or what has restricted their progress.

STATEMENT FOR GROUP LEADER:

"We will start our discussion by examining some of our own careers. As we have jobs and are not on welfare, and so are more fortunate than those who are poor, we should try to examine the factors which contributed to our successes, however modest they might be. And we should also examine and try to understand the reasons why others have not succeeded."

(Notes)

A. Family Background

1. What did your father do for a living?
2. How often was he unemployed and why?
3. How many years of schooling did he have?
4. Did your mother work for wages?
5. If you can recall, did you feel "poor" compared to the other kids at school?
   (a) Was it because of your clothing?
   (b) Was it because you didn't have the same "extras" such as bicycles, fancy lunch boxes, pocket money, etc?
   (c) Was it because the house you lived in wasn't as nice as your friends'?

INSTRUCTIONS FOR GROUP LEADER:

On the blackboard make two lists headed, "Reasons for not being poor" and "Reasons for being poor." Example, a person says, "We lived on a farm and didn't have much money since crops were bad," or, "The depression came and the plant was shut down." Both of these would be reasons for being poor because of "economic disaster." Another might say that "My father was high school graduate and worked in his uncle's bank so during the depression he always had a job." The reasons for not being poor

(Notes)

could be "education adequate" and/or "family ties."

B. Personal History

1. When did you leave school and why?
2. Do you have more education than your father?
   If so,
   (a) Was it because better schools were available?
   (b) Was it because your parents insisted you continue your schooling?
   (c) Was it because you didn't have to go to work at the age your father had to?
3. Since you have left school have you had further training which has helped increase your income?
   (a) Who paid for the training?
   (b) How did you get the opportunity?
4. Do you have a better job than your father had?
   If so,
   (a) Was it because there were more opportunities than your father had?
   (b) Was it because of your education?
5. Have periods of unemployment kept you from getting ahead as far as you might have? Was this due to:
   (a) the plant moving?
   (b) the elimination of jobs because of changes in production methods?

(Notes)

(c) the company cutting production?

INSTRUCTIONS FOR GROUP LEADER:

On the blackboard make two lists, "positive reasons" and "negative reasons," that the participants give for why they are where they are today. For example, a participant says, "When I was in high school my father got sick and I had to go to work." The negative reasons for not completing high school would be "health of family" and "need to support family."

If a participant says, "I wanted to drop out of high school but my parents wouldn't let me," this would be a positive reason listed "family influence." When ever possible have the group decide what are positive and what are negative reasons.

II. This is an attempt to discuss and formulate reasons why some people in the communities from which the participants come are poor. Each person probably knows at least one or two poor families. The attempt should be made to get statements of objective reasons for poverty, not the obvious stereotypes which credit the poor with being lazy, unreliable, drunks, etc.

STATEMENT FOR GROUP LEADER:

"In our own communities each of us knows a poor

family or two.

In your opinion why are these people poor?

INSTRUCTIONS FOR GROUP LEADER:
List on the blackboard all the reasons given for being poor. When all the reasons have been listed discuss each one.

Points for discussion:

A. Unemployment - What obstacles would they encounter if they wanted a good job?

1. Education - What disadvantage did they have in getting an education?

a. no encouragement from parents or study facilities at home

b. family's economic needs forced them to drop out

c. poor clothes and other "appearances" of being poor with consequent discrimination by fellow students and teachers

d. poor health

2. Health - What disadvantages did they have that lead to bad health?

a. little or no money for doctors and dentists - or no adequate health facilities available

b. poor diets

c. unsanitary living conditions because of poor housing

3. Appearance

4. Reputation in the community

(Notes)

B. Consumer Problems - What are the disadvantages of not having a regular income?

1. exploitation by loan sharks
2. having to pay high prices for small quantities at neighborhood stores which will extend credit

C. Structural Poverty

1. lack of sufficient opportunities for employment in the area
2. lack of adequate transportation, inability to purchase a reliable car
3. lack of public transportation

INSTRUCTIONS FOR GROUP LEADER:

In summary list the problems of the poor with suggestions on how some of the problems could be alleviated through poverty programs.

Today's poor are a mixed group, but they share one or more of these characteristics: the children of poverty, especially in fatherless families; rural poor, especially farm workers--migrant workers; the unemployed and underemployed who have been bypassed by industrial, social and geographic change; minority group members and the aged.

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THE POOR AND THE WELFARE SYSTEM

(Notes)

I. Is Welfare a privilege or a right?

A. If it is a privilege, must the poor meet certain moral or political standards in order to receive welfare, even if they are starving?

B. Is it the task of a welfare department simply to provide the poor with a minimal subsistence or should it try to bring them back into the world of work? Should society create and maintain paying jobs that would be better than welfare payments for the socially disadvantaged?

C. Does society have the right to demand work in return for welfare payments?

D. What if people are too old, or sick to work? What about needy children? If these individuals should be forced to take jobs, at what wages and under what conditions should they work?

(Notes)

E. Under workmen's compensation insurance, a great amount of money is spent to rehabilitate a single worker who has suffered an accident. Should society adopt this plan for those who have suffered "social accidents?"

II. Would you approve of inventing work for welfare recipients and forcing them to work at prevailing rates ... dividing this hourly rate into the welfare grant to get the number of hours required per month? Should this grant be raised if the recipient is working?

A. From a trade union point of view, could our wage and opportunity structure be protected if such a system were adopted?

B. If the jobs were priced at $1.00 per hour how would you feel about this approach?

C. Should unions organize these workers?

III. Do you think welfare recipients have the right to organize for greater advantages even though they are supported by federal, state and local taxes.

(Notes)

A. Do you think that organizing rent strikes against landlords who have substandard housing is an appropriate activity for welfare case workers?

B. Is it appropriate for others supported by taxes, e.g., school teachers, social workers, police, etc., to organize and strike?

IV. What can you do so that the children of welfare recipients have a better chance than their parents?

A. Can living conditions among the poor be improved through housing code enforcement and expansion of the school food program, medicare, guidance, etc.

B. Find the officials responsible for the welfare program in your area and see how the system works. Also talk to welfare recipients to learn their point of view. Are the poor in your area getting everything to which they are entitled?

C. Check to see if the churches are soothing their consciences by only passing out Christmas

(Notes)

baskets or are they continually involved in improving the lot of the poor?

D. Assist in organizing the neighborhoods of the poor.

E. Report your findings to your Central Labor Council. Urge them to set up an Economic Opportunity Committee. Enlist their help in recommending improvements.

C.

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RURAL POVERTY

Health Problems of the Rural Poor

(Notes)

I. Medical Facilities - What generalization might safely be made about the adequacy of medical facilities in rural New England?

A. Facilities such as hospitals, clinics, and nursing homes are generally:

1. meager
2. inadequate and outmoded equipment
3. under staffed with poorly trained personnel

B. Rural doctors traditionally tend to be general practitioners, not specialists.

II. Transportation - How do transportation facilities affect the health of rural people?

A. Often prevented from using existing facilities because of inadequate transportation.

B. Ambulance service is inferior and must cover wide geographic area.

(Notes)

III. Housing - It is claimed that rural housing is generally substandard. In what ways is this so?

A. Often dilapidated with inadequate sanitation and heating facilities.

B. Lack of or non-enforcement of building codes.

C. Neglect by landlords and residents.

D. All are compounded by untrained fire fighters and insufficient water sources.

In what specific areas can your union help alleviate these problems?

The Migrant in New England

I. What are some of the problems facing migrant workers in New England?

A. Poor housing, transportation and working conditions.

B. Color and language barriers.

(Notes)

C. Failure to understand their rights under the law, re. workmen's compensation and right to organize.

D. Ignorance of local laws often gets them in trouble with authorities.

II. Why do these conditions continue to exist?

A. State legislatures who are still unaware of or apathetic to the problems or who are influenced by powerful agriculture lobbies.

B. Workers unorganized because of:

1. high turnover
2. short working season
3. fear of boss
4. ignorance of their rights

III. Puerto Ricans are the most "visible" migrant agricultural workers in New England, but are there others? How about such non-agricultural workers as:

A. Those who work in ski areas during the winter months and on truck farms during the summer?

(Notes)

B. Construction laborers who travel from project to project throughout New England?

C. Those who work at different jobs in different areas; who can "never seem to hold a job"?

IV. What are some of the "costs" that accompany migrant labor?

A. Personal Cost:

1. cost of moving
2. psychological cost of being rootless
3. loss of "citizenship" because of inability to meet residency requirements

What can your union do to help alleviate this situation?

Developing Job Opportunities for the Rural Poor

I. High rural unemployment

A. Too few jobs.

B. Existing jobs require skilled workers.

C. Lack of knowledge of existing jobs and of

transportation to them.

II. How can this be corrected?

A. Local groups forming new businesses which would require:

1. the development of managerial talent
2. markets
3. facilities
4. credit sources
5. trained labor

B. Attracting new firms to area (expect some resistance from local businesses who want to keep firms out to keep wages low) which would require:

1. good facilities
2. "profitable" state and local tax structure
3. good local housing
4. good educational, recreational, medical and transportation facilities

C. Upgrading skills would require:

1. centrally located training facilities
2. income for trainees while training
3. jobs for graduates

D. Identifying existing jobs and moving unemployed to them would require:

1. improved state employment services
2. relocation costs must be paid for those who would move
3. some be taught how to apply for a job

How can your union help to institute these reforms?

Government Spending in Rural Areas

I. The Advisory Commission on Intergovernmental Relations reports that rural areas were at the greatest disadvantage in providing services; that as job seekers and industry moved to the cities, the rural areas lost the incentive to provide education and other services to those left behind.

A. Should a greater proportion of Federal spending (O.E.O., H.U.D., Dept. of Labor, etc.) be directed to rural areas?

B. If this were done, would the talent be available to direct these programs?

C. How can the nearest urban area become involved in helping the rural poor?

In summation, point out that common problems such as inferior health, transportation, housing, educational and employment facilities underlie each of the three topics covered.

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THE COMMUNITY POWER STRUCTURE

(Notes)

(To the Discussion Leader: You should open the session by talking for a few minutes about power's relationship to authority and how it is used to influence the behavior of others.)

I. What are the components of the community power structure?

(In each case list the institutions or organizations on the blackboard as they are named. By questioning try to draw out the relationship of one with the other.)

A. What institutions frequently appear in the community power structure? i.e., Political, Economic, Educational, Religious, etc.

B. What organizations and/or informal groups influence community decision making? i.e., Political parties, unions, manufacturers' and employers' associations, professional organizations, church groups, community action agencies, etc.

(Notes)

C. How do the following people influence decisions?

1. Superintendent of Schools
2. Commander of American Legion Post
3. President of the Central Labor Council
4. Mayor
5. Minister
6. Leader of local CAP
7. Others

II. Is there a single center of power in your community or are there many centers?

A. Describe those individuals who hold substantial power in your community. How does he/she retain this power?

B. How do you determine who the decision makers are? Who does one "check with" in initiating a community project?

C. Do the same "influentials" who decide on school issues also decide on, for example, urban renewal?

III. Is power a necessary function in organized society?

A. Must someone hold authority to make decisions,

and if so, to what degree? Should his actions be subject to the will of the majority? How?

B. Can a person have power as an individual or is power derived only by being a member of a group?

IV. How do we work within the existing power structure?

V. Can you construct a power coalition in the community?

A. Can those groups which won't or can't change be made part of a coalition for progress? How can they be appealed to?

B. Which community groups have common interests with unions? Is it possible to build a coalition which represents the majority of the people in the community?

C. What steps can be taken to build the coalition in the local Central Labor Body?

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THE KERNER REPORT AND THE CITY

(Notes)

The Report of the President's Commission on Civil Disorders (the Kerner Commission) charged that white racism threatens to split the United States into two societies, one white and one black. It insisted that "white institutions created it (the ghetto), white institutions maintain it, and white society condones it."

I. What is racism? A belief in the superiority of certain races, religions or ethnic groups, and a willingness, therefore, to discriminate against other races, religions or ethnic groups.

   A. Is the charge of "white racism" accurate? Why or why not?

   B. Is it effective to talk of individual prejudices?

   C. Is it better to talk of institutional inequalities which cause some people to be rich

and others poor? How does the problem of poverty relate to the problem of racism?

II. What created Negro ghettos?

A. Poor forced off farms by mechanization, moved into urban slums.

B. As they found jobs, whites moved to better neighborhoods while blacks were prevented by use of restrictive covenants, and the use of force.

III. Life in the ghetto

A. Inadequate and substandard housing causes overcrowded and unhealthy conditions and higher rents.

B. Ghetto stores charge higher prices, often for inferior merchandise. (On the other hand, neighborhood small stores extend credit which increases costs.)

C. Jobs move from central cities to suburbs away from transportation, increasing black joblessness. Many blacks who work are paid the

(Notes)

lowest wages.

D. Ghetto schools are inferior.

E. High birth rate of poor. Lack of birth control knowledge.

F. These conditions have caused a considerable minority of the black poor to go on welfare.

G. Do poor whites suffer from the same disabilities as Negroes in the ghetto?

IV. Why did riots occur?

A. Contrast between white affluence and ghetto poverty portrayed through TV and other media.

B. Aroused hopes have been frustrated because the victories of the civil rights movement have not brought immediate progress.

C. Violent opposition to non-violent protest and support of violence by some frustrated protest groups, who see it as the only means toward progress.

(Notes)

D. A new mood of racial pride among Negroes has replaced apathy and submission to authority.

E. Hostility between the black community and largely white police forces who are accused of police brutality.

V. How should we deal with the ghetto?

A. Since it is impossible to eliminate ghettos immediately, what can we do to improve job opportunities, schools and housing in the ghettos now?

B. Should we back those blacks who want black separatism -- complete control of their ghettos even though they represent a minority of the black community?

C. Ghettos are overcrowded. If we bring factories in, won't that mean less space for housing, and even greater overcrowding?

VI. Should we reduce ghettos? Should we --

A. Expand public low-cost housing in other than ghetto areas? (Commission reports that 600,000

(Notes)

housing units are needed each year for the next 10 years.)

B. Place vest pocket units in scattered sites in middle income and other areas, to promote integration?

C. Make home ownership possible through low interest loans?

D. Improve transportation facilities to jobs in outlying areas?

E. Build integrated new towns near big new job centers?

F. Bring social services, schools, jobs, etc. to rural areas so that fewer rural poor move to cities?

G. Now that open housing is the law, would you object to a Negro moving next door? Would you welcome him? Would you move?

VII. What are the 12 most deeply held grievances found by the Kerner Commission?

(Notes)

1st level of intensity

1. police practices
2. unemployment and underemployment
3. inadequate housing

2nd level of intensity

4. inadequate education
5. poor recreation facilities and programs
6. ineffective political structure and grievance machinery

3rd level of intensity

7. disrespectful white attitudes
8. discriminatory administration of justice
9. inadequate federal programs
10. inadequate city services
11. discriminatory consumer and credit practices
12. inadequate welfare programs

A. How do blacks in your community feel about these grievances?

B. What is being done to remedy them?

(Notes)

C. What should be done? Can private enterprise solve the massive ghetto problems of unemployment, substandard housing, and inferior education, or does the federal government alone have the resources that are necessary?

VIII. It is now One Year Later. What is the situation today? Have any improvements been made? (If so, list them.) Go over at least the first 7 or 8 of the 12 grievances listed in VII above and discuss what has or has not been done since the issuance of the Kerner Report in April 1968.

What does the future look like?

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POLICE AND THE POOR

(Notes)

(To the Discussion Leader:

1. Don't let the discussion stray to police-union relationships on the picket line.
2. Don't get involved with judicial problems, courts, lawyers, laws, etc.
3. It is hoped that from the discussion session the trainees will gain:
   a clearer understanding of the complexities involved in establishing and maintaining a good police-community relationship, as well as practical suggestions for improving it.)

INTRODUCTION

Try to determine the "characteristics" of the police force of each of the trainees' towns or cities, i.e., its ethnic composition, class background.

I. How do you see your local police force?

A. Is the "average" policeman in your city respected? Why? Is he impartial? Honest?

(Notes)

Competent?

B. Do you think this is true of all neighborhoods? Why?

C. How good a job do the police do on giving protection to people in your neighborhood?

D. What is the quality of law enforcement, say, for the migrant farm workers in New England?

II. What is the job of the police?

A. To keep law and order (is there a difference between them?)

B. To protect life and property (which comes first?)

C. Would you want to be a policeman? Why?

D. Would you act differently than he does? How?

E. Should the police be expected to perform differently in the big city as opposed to a suburban town?

(Notes)

III. Is there a conflict between the police and the poor? If so, what is its nature?

A. Is the root of the conflict in the nature of the policeman's training and working conditions? Does the job attract individuals who have little sympathy for the poor? What are the frustrations of the job?

B. Does the root of the conflict reside in the neighborhood environment? Is there an inherent conflict between police and communities? Is this conflict responsible for riots?

IV. What can your union do to improve the police-poor relationship?

A. Some of the innovations currently being used:

1. Civilian Review Boards
2. Public Education Programs
3. Citizens' Advisory Committee
4. Police sponsored athletic leagues and boys' clubs
5. Community Relations Programs

(Notes)

B. What might be effective in your particular situation? Consider:

1. Changes in the nature of the police work. e.g., Should the police ticket parked cars? Should they make arrests for certain crimes, such as gambling and alcohol, or just issue summonses? (The President's Task Force Report on the Police stated that the greatest sources of police-neighborhood antagonism resulted from arrests for minor crimes, for investigation, and to fill quotas; unjustified use of force and verbal abuse; and discrimination against the poor.) Should they be given more (less) discretion in how to handle certain situations?
2. The use of "white hats" or "soul patrols" to cool off potentially dangerous situations.
3. The creation of a cooperative neighborhood-police recruitment program? The creation of youth patrols (strictly controlled and supervised) as a step toward a career in police work? More recruitment from minority groups?

(Notes)

C. In what ways might your union or group be able to help improve the police-poor relationship in your city?

D. What do you think of the decision of the AFL-CIO Executive Board in March, 1969, to set up a special union for all police? Is the unionization of the police one step that might lead to better police-poor relations? Why?

DISCUSSION OUTLINE

OEO Trade Union Leadership
Training Program for
New England

c/o Labor Relations & Research Center
University of Massachusetts
Amherst, Mass. 01002

THE ECONOMIC & SOCIAL CONSEQUENCES OF TRANSPORTATION

(Notes)

No matter where we live in America transportation, its existence or non-existence, presents increasingly pressing problems. These problems may take different forms but they affect our lives whether we live in urban, suburban or rural areas. The purpose of this discussion is to explore just what and how deep are these effects.

This outline can be used as a whole to discuss the problems of either the urban, suburban or rural areas, or you can use it to discuss only one aspect. In all instances consider both areas of transportation: passenger and freight.

I. GENERAL EFFECTS OF TRANSPORTATION

A. In what ways does transportation or the lack of it have significant effects on our lives?

1. Employment opportunities
2. Education and training opportunities
3. Health care - (preventative and curative)

II. URBAN AND SUBURBAN TRANSPORTATION

A. Our cities face massive transportation problems. The automobile which is so essential in rural areas has aggrieved rather than relieved these problems.

In what way has this been done?

1. Traffic jams in a great many areas. (Someone has said that "Our super highways are fast becoming giant parking lots.")
2. Air and noise pollution.
3. The decline of mass transportation which has fallen off 2/3rds since 1945. Result: fare increases and service cuts, deterioration of capital plant and equipment, lay-off of workers and payment of low wages.

B. The decline of mass transportation has been a major contributor to the deterioration of our cities. Why is mass transportation so important?

1. Cuts down traffic, air pollution and noise. Provides cleaner, swifter transportation and more peaceful environment.
2. Inexpensive and thus accessible to poor and low income groups.
3. Makes employment opportunities more accessible.
4. Makes health care, education, cultural and other services more accessible.
5. All these factors encourage business growth resulting in more jobs and improving the city's financial condition.

(Notes)

C. Who should pay for mass transportation? Now the users (passengers and freight users) foot most of the bill. Can this be changed?

1. All who benefit from mass transit might share the costs. (ATU Pres. John Elliot suggests this) Householders and automobile users who benefit from reduced traffic, noise, pollution could pay tax supplements.
2. Perhaps a fee or tax to use an automobile in the city should be levied.

D. Today though mass transportation serves a public function it is mostly privately owned and operated. Should mass transit be privately or publicly owned?

1. Arguments against private ownership might include- privately owned systems charge high fares for poor service, pay low wages, result in selling real estate to make a profit and encourage spinning off of profitable charter rights and discourage adequate planning.
2. Arguments against public ownership might include- public ownership often leads to patronage and inefficiency such as the postal system; often leads to greater graft and relies generally on the policing by an apathetic public.

E. Why is transportation to and from the city and its suburbs so important?

1. Much business has moved to the suburbs creating new jobs. In order for urban workers to have access to them, mass, rapid transportation is essential.
2. Suburbanites travel to the city to reach their jobs, to shop and for entertainment.
3. One product of the present poor transportation has been the harried commuter, always late, always frustrated, and always uncertain. He only adds to society's tensions.
4. Another product is the steady deterioration of the city because of loss of business and jobs, with resultant loss of taxes and loyalties or community spirit.

III. TRANSPORTATION IN RURAL AREAS

A. The possession of an automobile is of particular importance to rural residents. What are some of the reasons?

1. Transportation to and from employment, social services, cultural and recreational opportunities (Ask: Are you aware of any specific cases where lack of readily available transportation had a bad effect physically or economically?)

(Notes)

B. What are some of the obstacles preventing low income persons from maintaining their own automobile?

1. Cost of purchasing a reliable car.
2. High cost of operation; assigned risk insurance, registration fees, taxes, repairs.
3. Operational costs higher in rural areas because of rapid wear and tear, greater usage, cost of repairs.
4. Ownership takes an excessive share of disposable income, compared with other necessities.

C. Are low income drivers more susceptible than others to the loss of driving rights?

1. Drivers arrested and jailed for contempt of court for driving to work while under suspension because of being unable to afford assigned risk insurance.
2. The poor are all too often a target for discriminatory practices by police and others.

D. Is there a relationship between transportation and the economic growth of a community or region?

1. Why?
2. What effects?
3. What effects does poor air travel facilities and poor freight transportation facilities have on the community?

(Notes)

4. What changes in rural areas have taken place to produce this pressing problem?

E. How can we seek solutions to this problem?

1. Can low income rural people solve their own transportation needs through; car pools, assistance from neighbors?

   a. What insurance and legal problems might this produce?

2. Is the solution the sole responsibility of those negatively affected by it? How does it affect the whole community, the state, the nation?

3. Are any steps being taken in your community or state to seek a solution?

4. If America's railroads and airlines are supported by Federal subsidies, why not subsidize small, short haul transportation facilities for rural areas.

5. Would it be advisable to try to tie our rural mail routes, and school buses into a coordinated short haul transportation system?

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SUGGESTED READING

Publications of National AFL-CIO

"Toward Eliminating Poverty in America - An AFL-CIO Program" (Publication No. 146)

"The Aging In the Community" - (Publication No. 128)

"Consumer Beware!" - (Publication No. 47)

"A New Look at Manpower Policy" - Julius F. Rothman (Federationist reprint)

PAMPHLETS

"A Freedom Budget for All Americans" - (A. Philip Randolph Institute $1.00)

"A Freedom Budget for All Americans" - (do. (Condensed) .25¢)

"The Civil Rights Movement Re-examined" - by C.Vann Woodward, Paul Feldman & Bayard Rustin - (do. .50¢)

"New Careers" - by Frank Riessman - (do. .50¢)

"Our Urban Poor" - by St. Clair Drake - (do. .50¢)

"The City in Crisis" - by Ralph Ellison, Whitney M. Young Jr., & Herbert Gans (do. .50¢)

"Who Speaks for the Consumer?" - by Ralph Nader (League for Industrial Democracy .35¢)

PAMPHLETS cont.

"Crime and Race" - by Marvin E. Wolfgang (Institute of Human Relations Press .50¢)

"Case Study of a Riot" - Lenora E. Berson (do. .75¢)

U.S. Government Publications

"Urban & Rural America: Policies for Future Growth" - Advisory Commission on Intergovernmental Relations - (USGPO - $1.25)

"Supplemental Studies for the National Commission on Civil Disorders" (USGPO - $1.50)

"Community Action & Urban Housing" - (CAP -OEO, OEO Pamphlet c/cs -1)

"Task Force Report: The Police" - The President's Commission on Law Enforcement and Administration of Justice

BOOKS

"The Other America" - Michael Harrington - (Penguin .95¢)

"Report of the National Advisory Commission on Civil Disorders" - (Bantam $1.25)

"One Year Later" - National Advisory Committee on Civil Disorders (Urban America $1.00)

"Permanent Poverty" - Ben B. Seligman - (Quadrangle $6.50)

"Poverty USA" - Thomas Gladwin (Little, Brown $4.75)

"The Challenge of Crime in a Free Society" - Report of the President's Commission on Law Enforcement & Administration of Justice (Avon Books $1.95)

"In the Midst of Plenty" - Ben Bagdikian - (Signet .75¢)

"Hunger, USA" - The Citizens' Board of Inquiry into Hunger & Malnutrition in the U.S.A. (Beacon $1.95)

"Still Hungry in America"- Robert Coles, text & Al Clayton, photos. (World Publishers $2.95)

"Why Can't They Be Like Us?" - Rev. Andrew M. Greeley (Institute of Human Relations Press $1.00)

"Warriors of the Poor" - Ross Thomas (Morrow $5.95)

"Toward a Better America" - edited by Howard D. Samuel (MacMillan $5.95)

"Poverty & the Poor" - edited by Gerald Leinwand (Wash. Square Press .75¢)

"Crime & Juvenile Delinquency" - edited by Gerald Leinwand (Wash. Square Press .75¢)

"Youth in Turmoil" - from Fortune (Time - Life Books $1.50)

"Strategies Against Poverty" - Frank Riessman (Random House $6.95)

"The Police on the Urban Frontier" - Judge George Edwards (Institute of Human Relations Press - No. 9 $1.00)

BOOKS cont.

"Police, Politics, & Race" - David W. Kabott, Louis H. Gold & Edward T. Rogowsky (American Jewish Committee $2.50)

"The Way it Spozed To Be" - James Herndon (Bantam Books, .75¢)

"The History of Violence in America"- Hugh Davis & Ted R. Gurr (Bantam $1.25)

"Black Like Me" - John H. Griffin (Signet .50¢)

"The Politics of Protest" - Jerome H. Skolnick (Ballantine $1.25)

FILM CATALOGS

"Films for Labor" - Dept. of Education,AFL-CIO

"Film Loan Catalog" - Labor Relations & Research Center, University of Massachusetts

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